



City and Guilds of London Art School

Review for Educational Oversight
by the Quality Assurance Agency
for Higher Education

December 2012

Key findings about City and Guilds of London Art School

As a result of its Review for Educational Oversight carried out in December 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of Birmingham City University, University of the Arts, London and its own non-validated awards.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding bodies.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- the consistent emphasis in the curriculum on current professional practice underpinned by strong industry links and experienced practitioner staff (paragraph 2.3)
- preparation for specialist practice tailored to the aspirations of individual students (paragraph 2.6).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it would be **desirable** for the provider to:

- extend annual review processes to all provision (paragraph 1.4)
- formalise processes for staff recruitment, appraisal and development (paragraphs 2.4 and 2.7)
- formalise a teaching and learning strategy (paragraph 2.4)
- provide teaching staff with a handbook stating their roles and responsibilities (paragraph 2.8)
- formalise procedures to ensure the accuracy and completeness of information (paragraph 3.4).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at City and Guilds of London Art School (the provider; the School). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of Birmingham City University, University of the Arts, London and the School's own awards. The review was carried out by Mrs Hamim Azam, Mr David Knowles, Professor Anthony Whitehouse (reviewers), and Ms AnnMarie Colbert (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included a self-evaluation document and supporting evidence supplied by the School, a student submission, meetings with staff, students and employers, and inspection reports from the British Accreditation Council.

The review team also considered the provider's use of the relevant external reference points:

- the Academic Infrastructure.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

City and Guilds of London Art School was established in Kennington by the City and Guilds Institute in 1879 as an extension of the Lambeth School of Art. The School has been independent with charitable status since 1971. Initially, the School provided training in carving, modelling and architectural decoration for those engaged in the local art industries. The School now offers programmes in Fine Art, Conservation Studies and Historic Carving for those who are variously concerned with origination, conservation and replication across those subject areas. The School also offers Foundation Studies.

The bachelor's and master's level programmes offered by the School are validated by Birmingham City University, and the Foundation Studies is validated by the University of the Arts, London. The School also offers its own undergraduate and postgraduate diploma awards. There are 230 students, of which 40 are on postgraduate programmes, 107 are on undergraduate programmes, and 83 are on the Foundation Studies programme.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding bodies, with student numbers in brackets:

Birmingham City University

- MA Fine Art (17)
- BA (Hons) Fine Art (65)
- BA (Hons) in Conservation Studies (20)

City and Guilds of London Art School

- Postgraduate Diploma in Conservation Studies (8)
- Postgraduate Diploma in Historic Carving (15)
- Diploma in Historic Carving (22)

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4

² www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx

University of the Arts, London

- Foundation Studies (83)

The provider's stated responsibilities

The School clearly identifies its management responsibilities. Strategic development, identification of curriculum needs, setting assessments, monitoring, and review are shared with each respective awarding body. Responsibility for curriculum development; student recruitment and support; first marking and moderation of assessments; and feedback to students resides with the School. Responsibility for staff development, subject updating and physical resources also rests with the School. For programme and module information available to students, and for ensuring information is accessible and trustworthy, the School shares responsibility with Birmingham City University. The School has responsibility for these matters for the University of the Arts, London award. Responsibility rests with the School for completeness and accuracy of information in its prospectus and website. The School is responsible for all aspects of programme design and delivery of the awards it makes in its own name.

Recent developments

The School occupies a terrace of six eighteenth-century houses and a group of purpose-built studios which surround a courtyard garden. Facilities have recently been enhanced by the leasehold adoption of space in an adjacent 1930s industrial building. Foundation Studies received accreditation from the University of the Arts, London in summer 2012. The School is seeking a collaborative partner for its own Diploma in Historic Carving and Postgraduate Diploma in Historic Carving awards.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. The student submission was written by a student and based on views formed over a four-year period as a student representative. In addition, the student attended a QAA training day. Student representatives from a range of programmes made a valuable contribution at a meeting with the team during the review visit; students also met the coordinator at the preparatory meeting.

Detailed findings about City and Guilds of London Art School

1 Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1 The structure for the management of academic standards is clear. Responsibility resides with the School's management team, which includes the Principal, the Head of Department of each of the six academic areas, and the Academic Registrar. Responsibilities delegated to the School by Birmingham City University are clearly defined in an institutional agreement. For the University of the Arts, London, responsibilities are clearly defined in the University's Operations, Policies and Procedures manual. The School has sole responsibility for the management of academic standards for its own non-validated awards.

1.2 A coherent meeting structure operates to assure the management of academic standards. Formal Academic and Management Board meetings and boards of study for each department held each term are chaired by the Principal. Programme team meetings are also held at least once each term. For programmes validated by Birmingham City University, the Principal participates with other collaborative partners in the University's School of Art Academic Monitoring Committee.

1.3 Boards of study have a significant role in maintaining academic standards. Employers, student and validating partner representatives participate. Responsibilities of the boards include review of external examiner and annual programme monitoring reports and student performance. A student forum precedes each board, enabling matters raised by students to be presented for consideration by the board. For non-validated programmes, boards of study have recently been established and the School has derived benefit from hearing the student voice in a formal context. Students confirm this works well and speak positively about staff responses to their concerns. Appropriate exam boards are in place for each award.

1.4 Effective processes are in place for reviewing the standards of each validated award. The School engages appropriately with the processes of the relevant university to support the management of academic standards. The evaluative process of programme monitoring for validated awards stimulates team reflection and supports improvement planning. For non-validated awards, the School proposes to apply formal programme monitoring procedures in future. At present, the School has no overarching quality assurance procedures and there is no consolidated evaluative report encompassing the entirety of the School's provision to support strategic planning. It is desirable for the School to extend annual review processes to all provision.

How effectively are external reference points used in the management of academic standards?

1.5 Programme design, in accordance with the requirements of each university, enables validated awards to reflect the principles and precepts of the *Code of practice for the assurance of academic quality and standards in higher education - Section 7: Programme design, approval, monitoring and review*. Programme specifications are in place and programme content is informed by the *Subject benchmark statement: Art and design*. The levels of validated awards are appropriate to *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ). The School's use of the

Academic Infrastructure is not always systematic or explicit. Appropriate use is assisted by the School's use of the policies and procedures of its awarding bodies, which are guided by the Academic Infrastructure. The School also uses its strong relationships with industry professionals to provide additional points of reference.

How does the provider use external moderation, verification or examining to assure academic standards?

1.6 A well established process is in place for dealing with external examiner reports for validated programmes. For Birmingham City University awards, the University reviews and approves the responses formulated by the Principal in consultation with staff, prior to dispatch to the external examiner. For non-validated awards, the School appoints professional practitioners as external examiners. External examiner feedback is generally very positive, with very few areas for improvement. Where matters have been raised by an external examiner, appropriate action is taken.

1.7 Internal moderation of assessment decisions is formalised across programmes. The same model is not applied across all subjects. In some disciplines, double marking takes place and agreement about the allocation of marks is reached between the two staff involved. In others, assessment decisions are endorsed and signed off by the relevant Head of Department.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding bodies.

2 Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The processes for managing the quality of learning opportunities are the same as those for academic standards, as described in paragraphs 1.1-1.4. Responsibility for managing and enhancing the quality of learning opportunities across all awards resides with the School.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.2 The School's use of external reference points for the management of learning opportunities is the same as those for academic standards, as described in paragraph 1.5.

How does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.3 Oversight of the quality of teaching and learning is maintained appropriately through discipline-specific boards of study and annual programme monitoring. Staff confirm their awareness and use of the teaching and learning styles detailed in the specifications. A significant proportion of staff are working professionals, who remain up to date with their specialist subject area through their professional practice. Students enthusiastically endorse the learning experience provided by such staff. The robust and productive relationships with the professional community and the staff's engagement in professional practice provide additional reference points against which the School is able to measure the quality of

teaching and learning. Employers endorse the student knowledge and the skills obtained from School-led work placements, prestigious commissions and exhibitions. The consistent emphasis in the curriculum on current professional practice underpinned by strong industry links and experienced practitioner staff is good practice.

2.4 Staff are recruited to meet identified gaps in the professional skills required to deliver individual disciplines. Recruitment does not follow a formalised process. Close contact with the profession enables the School to identify suitable candidates, who are approached, interviewed and appointed. Student feedback confirms new staff suitability. The School also relies on feedback from heads of department and the external examiner. There is no formal procedure for performance appraisal and observation of teaching is not formalised. This inhibits the development of a strategic approach to staff development and the dissemination of good practice. It is desirable for the School to formalise processes for staff recruitment and appraisal. Similarly, the School's capacity to promote a shared professional structure for the delivery of teaching and learning is limited by the absence of a formal overarching strategy that covers all of its programmes. Teaching and learning strategies are contained within each programme specification and staff confirm their knowledge and use of these. It is desirable for the School to formalise an overarching teaching and learning strategy that covers all of its programmes.

How does the provider assure itself that students are supported effectively?

2.5 Clear mechanisms for student support are included in each programme specification and explained in student handbooks. Staff are aware of their role and students confirm support is excellent and readily available. The School evaluates student support through a formal process, which includes questionnaires, forums and representation on boards of study. The information collected is documented in boards of study minutes and in annual programme monitoring reports at both the module and programme level. Minutes of boards of study and of the Academic and Management Board confirm that matters of student support are considered. Students confirmed the process to be effective.

2.6 Arrangements for academic and welfare support are clear, understood and appreciated by students. At induction, students are provided with clear programme information and an informative student handbook. A student support officer works in partnership with academic staff to ensure the provision of appropriate support. Further support is provided by student representatives. Students confirmed that tutor support is readily available and effective. The generous staff-to-student ratio and the School environment encourages the development of close and productive professional working relationships between students and staff. Students value the feedback provided by tutors who are currently engaged in professional practice. Career support for individual students is provided by tutors who have close links with the industry. These tutors also provide support on placements and commissions. The preparation for specialist practice tailored to the aspirations of individual students is good practice.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

2.7 Staff development is informal and the School acknowledges that a more formal approach would be beneficial. Development needs are identified through an informal process involving heads of department. Limited funding is provided for attendance at exhibitions, conferences and overseas visits, and for sabbaticals. Teaching staff spend the majority of their time working as professionals and this continuing professional development is documented by each staff member. The School has not previously collated an overview of staff development activity. The absence of a strategic approach to staff development inhibits

the School's opportunities to plan and provide training to support staff in their pedagogic development. It is desirable for the School to formalise the approach to staff development.

2.8 New staff are allocated a mentor, who provides guidance on module aims, learning outcomes, assessment criteria and some informal observation of teaching. Student feedback quickly identifies any issues. Oversight is provided by the Head of Department. There is no formal document which details the range of duties required of staff. Clarity about the range of responsibilities in addition to direct teaching, including participation in curriculum development and quality assurance procedures, would assist staff. It is desirable for the School to provide teaching staff with a handbook stating their roles and responsibilities.

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

2.9 A significant emphasis is placed on practical learning in each discipline. Studio space is generous and the materials and tools for carving are provided by the School. Students commend the School's library provision. A professional librarian is in place and students are appreciative of the quick response to requests for new books. The School also subscribes to external libraries to ensure that student needs are met. Students indicate that information technology resources have on occasion inhibited learning. The School acknowledges that there is a need to improve the access and maintenance of information technology resources and has begun to implement a development plan. A virtual learning environment is at an embryonic stage and the IT development plan identifies a strategy to ensure the effective delivery of this support to teaching and learning.

2.10 Strong professional links with both the private and public sectors enable the School to offer unique and relevant summer work placements for carving and conservation students. These valuable placements are not an assessed element of the awards, but permit the students a significant insight into their chosen field of work. Placements have led to employment for some students.

2.11 Resource requirements are clearly identified according to student needs and the intended learning outcomes, and are under the control of the Deputy Director. The effectiveness and sufficiency of learning resources are formally identified and assured through student forums, boards of study and annual programme monitoring. Resource needs are also identified through informal requests from tutors and students to heads of department or the Principal.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 The readily accessible website is the principal source of information provided by the School to potential students. The website includes a prospectus, which is available for download, staff profiles, student support information, and regular news updates. A short video provides an interesting and informative overview of provision. Attractive brochures

provide a clear and concise overview of the subject and each programme of study. The School also publishes programme specifications and student handbooks. Students met by the team confirmed that accurate information about their prospective programme was readily obtainable at the time of enquiry. Students also confirm receipt of further detailed information at induction and consider that this prepares them effectively for their studies.

3.2 Student handbooks for all awards provide a comprehensive bank of information to support students. The School contextualises university-provided student handbook templates effectively to give information about the culture, nature and methods of the School. A similar format is used for non-validated awards. Guidance includes information about teaching and learning styles to be used, assessment types and criteria, and the facilities and resources. Programme specifications are included, as is financial information and general advice about studying in the School. Students confirmed that they each received a handbook, which was comprehensive, and that they had to sign to confirm receipt. Assessment briefs provide clear information to students about what is expected of them and include criteria for assessment. Students confirmed that they understand what is expected of them and are satisfied with the information they receive.

3.3 The School also produces a Learning Support Handbook for staff and a Student Guide to Learning Support, both of which contain comprehensive information about learning disabilities. All published material is supported through an extensive network of informal communication.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.4 Responsibilities for the management and annual review of public information are clear, although not described in a formal procedural document. For generic information responsibility resides with the Deputy Director, and for subject specific information it resides with the relevant heads of department, who are required to sign off final drafts. While generally effective, more rigour is required to keep material up to date and to correct errors in some of the web-based materials. Programme brochures provide the School website address to enable details of teaching staff to be obtained. Students explained that access to the professional work and experience of teaching staff was a major reason for selecting the School. The School acknowledges these details are not kept up to date on the website. Implementation of procedures to ensure the accuracy and completeness of information is not always sufficiently rigorous. Student involvement in developing or updating published material is limited. It is desirable for the School to formalise its procedures to ensure the accuracy and completeness of information.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan³

City & Guilds of London Art School action plan relating to the Review for Educational Oversight December 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of good practice that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> the consistent emphasis in the curriculum on current professional practice underpinned by strong industry links and experienced practitioner staff (paragraph 2.3) 	<p>Nurture all existing 'extra-curricular' alliances and the interpersonal relationships involved</p> <p>Use the experience of managing these to establish new contacts so that as one project reaches completion another should become available</p> <p>Try to formalise/define the ideal model for external collaborations in terms of the advantage they bring and of their</p>	<p>Reviews of the condition of external commissions and alliances to be part of the Academic Board and Boards of Study agendas on a termly basis, and reported back to meetings of the School's Board of Trustees</p> <p>A template was proposed by the Fabric Advisory Committee at Windsor (on 4</p>	<p>Principal</p> <p>Deputy Director</p> <p>Heads of department</p>	<p>Number of 'clients' who seek us out</p> <p>Bursaries ensuing from the perceived prestige and social/cultural benefit deriving from our professional alliances</p> <p>Quality of the work produced</p>	<p>School Academic Board</p> <p>School Boards of Study</p> <p>School Board of Trustees</p> <p>School Academic Monitoring Committee at Birmingham Institute of Art and Design</p>	<p>Evaluation to be based on information volunteered by, or solicited from, those most affected (to be addressed in the context of formal monitoring systems) in order to identify adjustments or additions of most potential benefit to the operating model</p> <p>Personnel and monitoring systems involved:</p> <ul style="list-style-type: none"> Principal Deputy Director

³ The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding bodies.

	compatibility with curriculum content and delivery - in respect of timeframes, flexibility in production rate and so on	March) to be completed as part of the Memorandum of Agreement with the School; to be forwarded to Chapter (St George's Chapel) by April 2014 This should provide a good procedural basis for any other external commissions the School enters into				<ul style="list-style-type: none"> external examiners collaborative partner link-persons annual course monitoring documents Academic Board Boards of Study student forums and student representation at Boards of Study
<ul style="list-style-type: none"> preparation for specialist practice tailored to the aspirations of individual students (paragraph 2.6). 	Mindful of the desirability of producing a generic teaching and learning strategy for the School as a whole, improve circulation of all examples of specialist (that is, departmental) good practice in the formulation of individually 'tailored' teaching learning models	Review the effectiveness of this policy at Boards of Study and Academic Board Meetings (that is, twice per term for the three terms in the standard academic year); identify on the respective agendas under Academic Development and	Heads of department Academic Board Boards of Study	Progressive refining of all aspects of current models with prospective benefit to Fine Art's extra-curricular opportunities Reliable availability of student placements in professional work places,	Principal Deputy Director School Academic Monitoring Committee at Birmingham Institute of Art and Design	<p>Evaluation to be based on information volunteered by, or solicited from, those most affected, that is: students, employers and clients</p> <p>This feedback (to be addressed in the context of formal monitoring systems) is to identify adjustments or additions of most potential benefit to the operating model</p>

	The main beneficiary of this might be Fine Art, for which study area commercial alliances and career strategies are not so obviously identifiable as they are for its partner subjects - Historic Carving and Conservation	Liaison		whose aims and objectives are consistent with the direction of the students' career aspirations		Personnel and monitoring systems involved: <ul style="list-style-type: none"> • Principal • Deputy Director • external examiners • collaborative partner link-persons • annual course monitoring documents • Academic Board • Boards of Study • student forums and student representation at Boards of Study
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the provider to:						
<ul style="list-style-type: none"> • extend annual review processes to all provision (paragraph 1.4) 	<p>Establish in subjects where they were previously absent:</p> <ul style="list-style-type: none"> • Boards of Study • student forums • annual course monitoring documents • tutorial report formats consistent with those of other 	All to be in place by the end of academic year 2012-13 and refined through 2013-14	<p>Heads of department reporting to the Principal</p> <p>Deputy Director</p>	<p>Student feedback</p> <p>Endorsement by validating partners</p> <p>Successful revalidation</p>	<p>Principal</p> <p>Collaborative partner authorities at Birmingham City University and University of the Arts London</p>	Evaluation to be based on information volunteered by, or solicited from, those most affected (to be addressed in the context of formal monitoring systems), in order to identify adjustments or additions of most potential benefit to the

	<ul style="list-style-type: none"> study programmes templates for external examiner reports templates for School's letter of response to examiners' reports find a partner in 'Articulated Agreement' for Historic Carving (Principal negotiating with potential institutional partners to report to the School's Academic Board and to the School's Board of Trustees) 				<p>School Academic Board</p> <p>Boards of Study</p> <p>School trustees</p>	<p>operating model</p> <p>Personnel and monitoring systems involved:</p> <ul style="list-style-type: none"> senior management in consultation with heads of department external examiners collaborative partner link-persons annual course monitoring documents student forums and student representation at Boards of Study
<ul style="list-style-type: none"> formalise processes for staff recruitment, appraisal and development (paragraphs 2.4 and 2.7) 	<p>Ensure that accurate job descriptions exist for all pro-rata positions</p> <p>Review job descriptions periodically as part of staff-development</p> <p>Advertise and interview for all such positions as they become vacant or created</p> <p>Adopt and/or adapt</p>	<p>Contract-Reviews already in process</p> <p>Shortlisting and interviews will in future be standard procedure for pro-rata vacancies</p> <p>Performance review format to be established for</p>	<p>Principal</p> <p>Deputy Director</p> <p>Academic Registrar</p> <p>Interview panels to be determined by the Principal and/or the</p>	<p>Quality of School performance overall</p> <p>Student feedback</p> <p>Quality of interpersonal relations among managerial and senior staff positions</p>	<p>School Academic Board</p> <p>School Board of Trustees</p> <p>School Academic Monitoring Committee at Birmingham Institute of Art and</p>	<p>Evaluation to be based on information volunteered by, or solicited from, those most affected (to be addressed in the context of formal monitoring systems) in order to identify adjustments or additions of most potential benefit to the operating model</p>

	Birmingham City University's format for Individual Performance Review as a model for our own staff-appraisal and development	use by the beginning of academic year 2013-14	Deputy Director, calling upon heads of department and other staff members as appropriate		Design	Personnel and monitoring systems involved: <ul style="list-style-type: none"> senior management in consultation with heads of department external examiners collaborative partner link-persons annual course monitoring documents School Academic Monitoring Committee at Birmingham Institute of Art and Design
<ul style="list-style-type: none"> formalise a teaching and learning strategy (paragraph 2.8) 	<p>Organise from current evidence a generic teaching and learning strategy for the School as a whole</p> <p>This should presuppose a working accommodation between curriculum delivery and the extra-curricular but complimentary demands of commissioned work,</p>	To be complete for academic year 2013-14	<p>Principal in consultation with heads of department</p> <p>Heads of department cultivating appropriate awareness among their part-time tutors</p>	<p>Evidence of good practice viz one subject area informing its academic counterparts in another</p> <p>The consistently high quality of work and overall coherence of the School's project as evidenced</p>	<p>School Academic Board</p> <p>Boards of Study</p> <p>School Board of Trustees</p> <p>School Academic Monitoring Committee at Birmingham</p>	<p>Evaluation to be based on information volunteered by, or solicited from, those most affected (to be addressed in the context of formal monitoring systems) in order to identify adjustments or additions of most potential benefit to the operating model</p> <p>Personnel and</p>

	<p>student placements, and so on</p> <p>Utilise the School's Academic Board to present examples of good practice for the benefit of all subject areas; include good practice as an agenda item</p> <p>The generic model should also inform the collective staff-awareness of all main quality assurance principles identified in desirable action point 1</p>			<p>across its annual graduate and postgraduate exhibitions</p> <p>Appreciation by other academic institutions and heritage interests of the distinctiveness and importance of the School's commitment to an art/craft continuum</p>	Institute of Art and Design	<p>monitoring systems involved:</p> <ul style="list-style-type: none"> senior management in consultation with heads of department external examiners School's Board of Trustees
<ul style="list-style-type: none"> provide teaching staff with a handbook stating their roles and responsibilities (paragraph 2.8) 	<p>A future staff handbook adapted from a Birmingham City University prototype will contextualise mutual responsibilities between individual and institution - both professional and ethical - and have due regard for the UK Quality Code for Higher Education</p>	<p>Internal reference document to be complete for academic year 2013-14</p>	<p>Academic Registrar and Deputy Director in consultation with heads of department</p>	<p>Positive staff feedback and positive student feedback, hopefully producing a benign and creative ambience overall</p> <p>The benefit of clarity and security within</p>	<p>Principal</p> <p>School Academic Board</p> <p>Boards of Study</p> <p>School Board of Trustees</p> <p>School Academic</p>	<p>Evaluation to be based on information volunteered by, or solicited from, those most affected (to be addressed in the context of formal monitoring systems) in order to identify adjustments or additions of most potential benefit to the operating model</p>

				the operating system	Monitoring Committee at Birmingham Institute of Art and Design	Personnel and monitoring systems involved: <ul style="list-style-type: none"> • Principal • Deputy Director • heads of department • part-time teaching staff • School Academic Board • collaborative partner link-persons • annual course monitoring documents • Academic Board • School Academic Monitoring Committee at Birmingham Institute of Art and Design
<ul style="list-style-type: none"> • formalise procedures to ensure the accuracy and completeness of information (paragraph 3.4). 	The gathering and organisation of material for publication will draw on the collective expertise of heads of department for details of adjustment to academic documentation, and of the School's Management Team for	Internal reference document to be complete for academic year 2013-14	Deputy Director Academic Registrar Principal Heads of department	Feedback from students already enrolled and from prospective others seeking information, and/or from any other stakeholder-interests in the School and its	School Academic Board School Boards of Study School Board of Trustees	Evaluation to be based on information volunteered by, or solicited from, those most affected (to be addressed in the context of formal monitoring systems) in order to identify adjustments or additions of most

	<p>everything relating to Development, Financial Accounting and final authorisation</p> <p>All new or amended material from heads of department and/or other valid sources must pass through the editorial and executive authority of senior management before being made public</p> <p>A document identifying main obligations and transmission channels will be prepared for internal reference</p>			<p>performance, that is: Trustees, parents, benefactors and so on</p>	<p>Birmingham City University</p> <p>University of the Arts London</p>	<p>potential benefit to the operating model</p> <p>Personnel and monitoring systems involved:</p> <ul style="list-style-type: none"> • Principal • Deputy Director • collaborative partner link-persons • student forums • annual course monitoring documents • Academic Board • School's trustees
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About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#).⁴

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels 1 to 8, with levels 4 and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks:

⁴ www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and The framework for qualifications of higher education institutions in Scotland.

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

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The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

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